



PRESS RELEASE

FOR IMMEDIATE RELEASE

FRIDAY, OCTOBER 10, 2008

New Math and Administration Avenues Approved

SACRAMENTO – The Commission on Teacher Credentialing opened another avenue for teachers pursuing a Single Subject teaching credential in Mathematics at California Polytechnic University, Pomona by approving the new program at its October 7, 2008 meeting. The Commission also voted in favor of initial institutional approval for the Fielding Graduate University (FGU). FGU plans to offer an Administrative Services Credential program and will seek Commission approval for that program in the future.

All subject matter programs, including Cal Poly, Pomona's program in Mathematics, are based on specified criteria and standards and are reviewed by a panel of experts in the subject area. The expert panel is made up of representatives of K-12 public schools and university faculty. The review process includes early technical assistance, review, and requests for additional information or suggestions for program changes. The approved subject matter programs are part of an academic baccalaureate program and consist of approximately 45 semester units. Teachers must also complete all other credentialing requirements such as student teaching. When the program meets the criteria and standards, the panel recommends approval to the Commission.

FGU has cleared the first hurdle in obtaining approval of an Administrative Credential program. In the *Accreditation Framework* a distinction is made between "initial approval of institutions" and "initial approval of programs." A prospective program sponsor, like FGU, that wishes to offer a credential program in California, and that has not previously been declared eligible to offer a credential preparation program, must undergo a two stage initial approval process: 1) initial institutional approval; and 2) initial accreditation of programs. Applying for initial approval requires submission of a program proposal that responds to all preconditions, Common Standards relating to capacity to offer a preparation program, and appropriate program standards. Once the institution has received initial approval by the Commission, the program proposal is forwarded to the Committee on Accreditation for review.

Following are the program and institution descriptions and contact information, for more detailed information.

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NEW SUBJECT MATTER PROGRAM AND INSTITUTIONAL DESCRIPTIONS
Approved by the Commission on Teacher Credentialing
October 7, 2008

California State University, Pomona: Mathematics

As one of a limited number of polytechnic universities nationwide, Cal Poly, Pomona's hallmark is its learn-by-doing philosophy, directly stemming from its polytechnic mission. Students are provided opportunities to apply their knowledge in hands-on projects, collaborate with faculty members on research, and participate in internships and service-learning programs. Cal Poly, Pomona's mathematics subject matter program is designed to prepare secondary school teachers of mathematics who have a strong and diverse content knowledge base and are confident in their own mathematical ability. In the course of their study, students have experiences similar to those that they are expected to provide their students. They learn mathematical concepts and solve challenging mathematical problems individually and in group settings using a variety of strategies including technology. In addition, they are expected to effectively communicate their solutions. The goal of Cal Poly, Pomona's subject matter preparation program for prospective teachers of mathematics in single subject classrooms is the preparation of individuals who are mathematically competent with regard to the California adopted mathematics standards.

For further program information, please contact: Barbara Schabell, Department of Mathematics at (909) 869-4002 or M.G. (Peggy) Kelly, Dean, College of Education and Integrative Studies at (909) 869-2304.

Fielding Graduate University: Initial Institutional Approval

The Fielding Graduate University was founded in March, 1974, in Santa Barbara, California. It is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. FGU describes its student population as typically mid-career adults who want to enhance already well-established academic and professional skills, are committed to effecting a mid-life career change, and are interested in being part of a lifetime-learning community. To accommodate and capitalize upon the learning styles of its students, FGU developed a rigorous, supportive learning model that is flexible, adult-centered, self-directed, task-oriented, and competence-based.

FGU's School of Educational Leadership and Change currently offers a doctorate in Education (Ed.D.) as well as a Master of Arts in Collaborative Educational Leadership (MA-CEL). All programs are said to offer an interdisciplinary, collaborative, customized, and networked learning environment dedicated to fostering leadership for change in public schools; to creating opportunities for professional and personal growth for educators; and to promoting systemic change in educational organizations.

For further institutional information, please contact: Dr. Kathy Tiner, Associate Dean and Director, Master of Arts Program, Collaborative Educational Leadership Program at (805) 687-1099.

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